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A REPORT ON DROPOUTS FROM NORTH DAKOTA PUBLIC HIGH SCHOOLS.

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STUDIES FROM OTHER STATES WERE REVIEWED TO DETERMINE THE MORE COMMON CHARACTERISTICS OF DROPOUTS. FORMS WERE SENT TO ALL HIGH SCHOOLS IN NORTH DAKOTA FOR REPORTING PUPIL DROPOUTS. THE FIRST SET OF 229 DROPOUT FORMS RETURNED WAS ANALYZED, AND THE FOLLOWING DATA FOR DROPOUTS ARE GIVEN--SEX, RACE, PART-TIME EMPLOYMENT, PROGRAM OF STUDIES, GENERAL SCHOLASTIC ACHIEVEMENT, RANK IN CLASS WHEN DROPPING OUT, NUMBER OF COURSES FAILED LAST REPORT, ATTENDANCE RECORD OF DROPOUTS, DISCIPLINARY RECORD, NUMBER OF SCHOOLS ATTENDED, SPECIAL EFFORTS BY SCHOOL TO RETAIN DROPOUTS, CONDITIONS FOR STAYING IN SCHOOL, PERSONS CONDUCTING EXIT INTERVIEW, PARENTAL ATTITUDES ABOUT SON OR DAUGHTER DROPPING OUT OF SCHOOL, SOURCE OF IDEA TO LEAVE SCHOOL, PERSONS WITH WHOM PUPIL RESIDED, OCCUPATIONS OF PARENTS, RELATIONSHIP WITH PERSON, REASONS FOR DROPPING OUT OF SCHOOL, AND FUTURE PLANS OF DROPOUTS. REASONS GIVEN BY THE SCHOOL FOR MALE DROPOUTS INCLUDED (1) ACADEMIC DIFFICULTY, 20 PERCENT, (2) PARENTAL INFLUENCE, 21 PERCENT, AND (3) MARRIAGE, 20 PERCENT. REASONS GIVEN BY MALE DROPOUTS INCLUDED (1) ACADEMIC DIFFICULTY, 24 PERCENT, AND (2) DISLIKE OF SCHOOL, 29 PERCENT. PREGNANCY ACCOUNTED FOR APPROXIMATELY 43 PERCENT OF THE FEMALE DROPOUTS. (PS)

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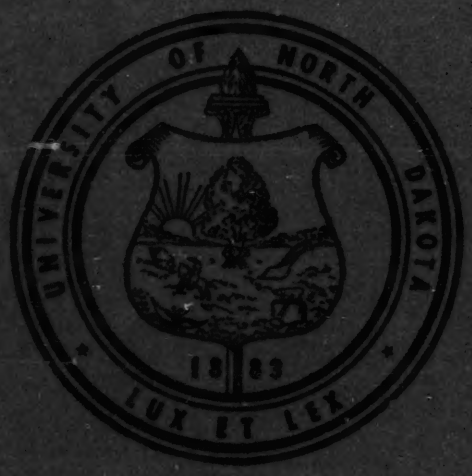
A REPORT ON DROPOUTS FROM NORTH DAKOTA PUBLIC HIGH SCHOOLS

Gary E. Boyles

Research Report No. 1

CENTER FOR RESEARCH IN
VOCATIONAL AND TECHNICAL EDUCATION



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FOREWORD

Notwithstanding the wealth of existing literature on the high school dropout, the present study, concerned only with the North Dakota dropout, seemed necessary and indeed, imperative. Generalizations are inadmissible, or at least tenuous, whenever unlike samples are compared. In short, results from dropout studies conducted in predominantly urban, industrial states have limited value to a rural, agricultural state such as North Dakota.

And yet this study represents neither the final answer nor the solution to the North Dakota dropout problem. It marks only the beginning, not the end. Many uncertainties remain: What curriculum revisions are needed to increase the holding power of the school? Will the expansion of counseling and guidance programs within the state help? What is the value of more effective procedures for early identification of the potential dropout? Hopefully, this study will provide the basis and the impetus for the research needed to answer these and similar questions.

The publication of this report was made possible through the efforts of a number of individuals and the agencies they represent. The author especially wishes to acknowledge the following: Mr. Glenn Dolan, Director of Guidance Services, Department of Public Instruction, Bismarck, North Dakota, for assisting in the early stages of the study and for conferring with North Dakota educators in the initial phases of establishing the Dropout Reporting Service; Dr. Elwyn H. Nagel, Director, Center for Research in Vocational and Technical Education, University of North Dakota, for aiding in the design and procedures of the research; Mr. Paul Menges,

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Gary E. Boyles

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INTRODUCTION

The school dropout is receiving more attention today than ever before. Current research concerned with the dropout ranges from simple descriptive studies to experimental counseling programs. Certain government legislation has made the dropout eligible for innovative work-study programs, manpower and development training, Job Corps, and special vocational counseling. The President of the United States has referred to the dropout problem in several messages to Congress. The President's statements illustrates the dropout's unappealing position relative to his peers who continue their educational pursuits. The late President Kennedy stated:

> Ignorance and illiteracy, unskilled workers, and school dropouts--these and other failures of our educational system breed failure in our social and economic system, deliquency, unemployment, chronic dependence and waste of human resources, a loss of production and purchasing power, and an increase in tax-supported benefits.*

The dropout problem is not unique to any one area, although the state rates vary from a high of 42 per cent in Florida to a low of 15 per cent in South Dakota (U.S. Office of Education, 1963). The North Dakota rate has been estimated at approximately 20 per cent (North Dakota Department of Public Instruction, 1965). This means that of all the students beginning the ninth grade, one out of five will not graduate with their class. This situation has recently attracted more attention from various education and state leaders who seek ways to increase the holding power of the school. Early identification of potential dropouts followed by specific efforts of counselors, specialists, and other school staff

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* John F. Kennedy, Address to the 1963 Dropout Campaign. Washington, D.C.: The White House, July 3, 1963.

should encourage more students to graduate.

Until recently, little attention has been given to the dropout problem in North Dakota. In the past, a few schools have utilized school staff to work with students who seemed likely to drop out. However, the effect of such efforts has not been determined. The fact that only about 20 per cent of the high schools have counselors illustrates the limitations in working with potential dropouts.

Information may be needed on a large number of variables to understand the dropout problem. Questions such as, What is the actual dropout rate? What is the intelligence range of dropouts? and What does the dropout do upon leaving school? cannot be answered without conducting extensive research.

Understanding the North Dakota dropout, however, requires more than finding answers to the above questions. This report may stimulate further research and help to develop effective local and state programs to reduce the dropout rate in North Dakota. Studies from a variety of North Dakota school systems could shed light on the problem and allow for constructive comparisons.

SOME CHARACTERISTICS OF DROPOUTS AS FOUND IN OTHER STUDIES

Studies from other states were reviewed to determine the more common characteristics of dropouts.

The scholastic aptitude of students is a basic consideration in most dropout studies (Thomas, 1963; Johnson, 1956; Rundee, 1957; School Life, 1963; Warren, 1953; Lanier, 1950; Guidance Committee (Davidson, Illinois), 1964). Warner (1964), in a review of nine studies dealing with the IQ of dropouts, found that 50 per cent of them had IQ scores ranging from

90 to 109. This suggests that the dropout's ability as measured by IQ tests is like the average student.

Dropouts generally are at least one year behind their classmates in level of achievement and their general school achievement is significantly lower than those who graduate (Johnson, 1956; Rundee, 1957; School Life, 1963; Warren, 1953; Lanier, 1950; Cassel and Colema, 1962). Parallel with low- or average-scholastic performance, low interest in the school program has frequently been shown (Thomas, 1963; Johnson, 1956; Rundee, 1957; School Life, 1963; Warren, 1953; Lanier, 1950; Cassel and Colema, 1962). Dropouts are commonly overage for their class and may be prone to poor health (Rundee, 1957; School Life, 1963; Farnell, 1962). The lower educational achievement of their parents (Rundee, 1957; Cassel and Colema, 1962) supports the findings of poor economic conditions (Rundee, 1957; School Life, 1963; Croft, 1963). Very often the dropout lives in some broken-home arrangement. These studies have shown the dropout to be quite mobile geographically (School Life, 1963; Guidance Committee (Davidson, Illinois), 1964; Cassel and Colema, 1962). The dropout's school attendance records include an above-average number of absences (Warren, 1953; Guidance Committee (Davidson, Illinois), 1964; Cassel and Colema, 1962). Frequency comparisons between the number of male dropouts compared to female droputs indicated that more often the dropout was male (Cassel and Colema, 1962; Knudson, 1964; Farnell, 1962; Stamford Community Council (Connecticut), 1963), but the difference in number of male dropouts as compared to female dropouts was low. The age at which students dropped out was most often found to be 16. This may be due largely to the fact that many of the states' compulsory

education laws require students to remain in school until they become 16 years old.

Delinquency is not as common a reason for dropping out of school as one may expect. Only in one study (Bruns, 1963) was delinquency found to be a major reason for dropping, or being forced, out of school.

Dropouts are usually asked why they are leaving school. The expressed reasons are suggestive of a variety of socio-economic, family, and personal problems surrounding the individual.

The major reasons given by the dropout include: lack of interest, lack of scholastic success (School Life, 1963; Lanier, 1950; Guidance Committee (Davidson, Illinois), 1964; Warner, 1964; Cassel and Colema, 1962; Knudson, 1964; Farnell, 1962; Croft, 1963; Bruns, 1963; Anderson, 1962), and lack of money. In one study, the lack of availability of individual counseling and a minimal amount of employment counseling were stated as common reasons for leaving school and the community. Marriage or pregnancy were other commonly noted reasons (School Life, 1963; Lanier, 1950; Anderson, 1962). Desire to join the armed forces (School Life, 1963; Guidance Committee (Davidson, Illinois), 1964; Cassel and Colema, 1962; Knudson, 1964; Stamford Community Council (Connecticut), 1963), and poor health (Cassel and Colema, 1962; Knudson, 1964, Stamford Community Council (Connecticut), 1963) also were given as reasons for dropping out, although they were mentioned less frequently than those previously stated.

In only two of the studies reviewed (Knudson, 1964; Stamford Community Council (Connecticut), 1963), did the school system provide a list of reasons for dropping out, as well as a set of reasons stated

by the dropout. For example, the student might conceivably offer lack of interest as a reason for dropping out of school whereas the administration might view low scholastic achievement or low reading ability as the causal factors. Reliance upon the school's reason alone for the student's dropping out is insufficient for a true and complete explanation.

RESEARCH DESIGN

In the fall of 1965, the State Guidance Director and the staff of the Center for Research in Vocational and Technical Education at the University of North Dakota initiated a study of the North Dakota dropout.

All high schools in the State were sent the Guidance Form for Individual Pupil Dropout shown in Appendix A. The schools were asked to send a completed form to the State Guidance Office when each student dropped out. Reports are not available for all dropouts since this program is voluntary and not all schools participated.

The Center for Research will analyze periodically the completed forms and will send the results to the State Guidance Director. This paper reports the data available on students who dropped out of high school from September, 1965 to March, 1966.

RESULTS AND DISCUSSION

The first set of dropout forms returned (N = 229) was analyzed and reported by using descriptive statistics yielding percentages for each category. The data on many dropouts were incomplete. However, when further information becomes available, a more complete analysis of the data will be conducted. The tables have been discussed in order of similarity rather than the sequence found on the Dropout Reporting

Form. The number of dropouts reported is indicated for each table.

The sex distribution of the dropouts is presented in Table 1.

TABLE 1

SEX OF DROPOUTS (IN PER CENT)
(N = 229)

Male	(N = 127)	55
Female	(N = 102)	45

The male dropout rate is shown to be slightly higher than the female dropout rate. This finding is common with other dropout studies which have found that more males than females drop out of school.

Table 2 indicates the race of the dropout as reported. Question 6 of the dropout form asks for the race and question 7 asks for the ethnic origin of the dropout. In compiling Table 2 only White, Negro, and Other were used. The number of Indian dropouts was included in the "Other" category. A revised form could combine race and ethnic origin in order to reduce the confusion that may occur from this dual category. An adjustment was made in order to use the per cent reported in the ethnic category.

TABLE 2

RACE OF DROPOUTS (IN PER CENT)
(N = 229)

White	98.0
Negro	1.5
Other	.5

The number of Indian dropouts is not accurately known for the State of North Dakota. From Table 2, it is readily apparent that Indian dropouts were not reported by the schools at the time this analysis was written. Two factors may explain why the Indian dropouts were not reported: (1) either the Indian schools (Federal) were not sending in their dropout forms, or in some cases, (2) there was a question as to whether a student was enough Indian to classify him as such. He may have been a quarter Indian, but was reported white. The instructions for this variable should be more specific in a revised dropout form.

A number of variables are reported in terms of mean values. The mean age at exit was 16.3 years and the mean grade level was 10.1 (N = 229). The North Dakota mandatory school attendance law may be a powerful holding factor for the dropout since he appears not to leave school until reaching the required age level. The mean age level indicates that the North Dakota dropout is not overage for his school grade level.

Of the 229 report forms analyzed, it was found that 64 per cent of the students lived in a town or city and 36 per cent lived in a rural area. It is not possible to determine from this preliminary data if a higher proportion of North Dakota dropouts come from the rural or urban areas of the State since most of the forms returned were from the larger schools or the schools which have a guidance counselor.

From the several different standardized intelligence tests administered to students in various schools, the mean IQ score was found to be 98.1, based on 190 cases. It may be possible to generalize that the dropout of North Dakota has an IQ level in the average range, that is, between 90 and 110. This finding is in agreement with Warner's conclusion

that the dropout is not the retarded stereotype as he has often been labeled. It was found that a mean of 3.1 years had lapsed between the last scholastic aptitude, or IQ test, and the time of dropping out.

The dropouts were involved to a limited degree in part-time work as shown in Table 3.

TABLE 3

PART-TIME EMPLOYMENT (HOURS PER WEEK)
(N = 229)

Hours	Per Cent
0	58
1	10
2	4
3	1
4	1
5	1
Greater than 6	1
Unknown	24

Table 4 illustrates the program of studies in which the dropouts were enrolled.

TABLE 4

PROGRAM OF STUDIES (IN PER CENT)

Program	Male (N = 126)	Female (N = 102)
Academic	25	22
Commerical	2	10
General	63	62
Special	2	2
Vocational	8	4

More than half of the dropouts were enrolled in general courses while commerical and vocational curricula accounted for 10 per cent of the school programs for males and 14 per cent for females.

Although the dropout's enrollment in programs was heavily academic or general (in many schools the curriculum is basically college preparatory), his participation in extracurricular activities was limited. The mean number of activities participated in was .4, or less than one activity per dropout. This finding parallels similar results found in other studies (Johnson, 1956; Rundee, 1957; School Life, 1963).

Table 5 presents the general scholastic achievement of dropouts during three levels of education.

TABLE 5

GENERAL SCHOLASTIC ACHIEVEMENT (IN PER CENT)
(N = 180)

Achievement	Elementary	Junior High School	Senior High School
Below Average	40	62	87
Average	45	29	12
Above Average	15	8	.7

The dropout's achievement is shown to decrease as he progresses from elementary to senior high school. The dropout in North Dakota appears unable to cope with the academic requirements of the school.

Table 6 indicates the dropout's rank in class at the time he left school. (The instructions on the dropout form for computing rank in class need to be made clearer.)

TABLE 6

RANK IN CLASS WHEN DROPPING OUT (IN PER CENT)
(N = 214)

4th Quartile (Highest)	2
3rd Quartile	3
2nd Quartile	17
1st Quartile (Lowest)	78

Table 7 shows the number of courses failed during the last reporting period.

TABLE 7

NUMBER OF COURSES FAILED LAST REPORT (IN PER CENT)
(N = 220)

Number of Courses Failed	Male	Female
None failed	23	57
One failed	14	12
Two failed	18	10
Three failed	17	13
More than 3 failed	28	8

Sixty-three per cent of the male dropouts were failing in two or more courses and 23 per cent of the male dropouts were not failing any courses. In contrast, 31 per cent of the female dropouts were failing in two or more courses and 57 per cent were not failing in any courses.

The dropout's reading problems are suggested by the reported finding that the mean estimated reading level was 2.7 years below the norm for males (N = 96) and 1.4 below the norm for females (N = 75).

Some indication of the dropout's attendance record is shown in Table 8.

TABLE 8

ATTENDANCE RECORD OF DROPOUTS (IN PER CENT)

Attendance Record	Junior High School		Senior High School	
	Male (N = 126)	Female (N = 102)	Male (N = 126)	Female (N = 102)
Regular attendance	65	73	56	57
Irregular attendance	30	25	32	38
Truant	5	2	12	5

Without exception, the dropout's attendance record became poorer from junior high school to senior high school. However, there was a more noticeable decrease in the regularity of the female's attendance record as compared to the male's.

Some indication of the dropout's disciplinary record is found in Table 9.

TABLE 9

DISCIPLINARY RECORD (IN PER CENT)
(N = 228)

Expulsion	3
Suspension	7
Warning	8
Some combination of the above	10
None	72

The fact that only 28 per cent of the students had been expelled, suspended, warned, or some combination of these, fails to support the

stereotype of the dropout as being a delinquent, disobedient person in high school.

Table 10 provides an indication of the school mobility of the dropout.

TABLE 10

NUMBER OF SCHOOLS ATTENDED (IN PER CENT)
(N = 220)

Number of Schools Attended	Elementary School	Senior High School
One school	51	49
Two schools	17	23
More than two schools	32	28

About half of the dropouts attended two or more schools, both in elementary and high school.

To what extent did the school make an effort to retain the dropout? This question is partially answered in Table 11.

TABLE 11

SPECIAL EFFORT BY SCHOOL TO RETAIN "DROPOUTS" (IN PER CENT)
(N = 220)

Reference to guidance	31
Work Study program	3
Modified Program	1
None	65

It should be noted that 65 per cent of the dropouts were given no special attention, and only 1 per cent participated in some modified program arranged to help retain them in school.

Interpretation of the category "Reference to guidance" is difficult since it is not known at what time prior to dropping out the reference was made or the kind of guidance effort extended.

Table 12 presents various conditions for "dropouts" staying in school.

TABLE 12

CONDITIONS FOR STAYING IN SCHOOL (IN PER CENT)
(N = 229)

Work Study program	2
Financial aid	2
No Fees	1
More guidance	9
Individual tutoring	6
Different courses	1
Help in reading, English, or mathematics	3
Under no condition	76

Table 12 shows that 76 per cent of the dropouts would, under no condition, stay in school. The attitude of the student may be so negative that he is unable or unwilling to understand the meaning of the different programs listed in Table 12. However, even when dropping out, some students still expressed a desire to remain in school if something different than the usual programs were available.

The actual procedure of dropping out may offer suggestions for counseling the potential dropout. On some of the report forms, the counselors made notations to the effect that the potential dropout may be deterred in leaving school by the very ritual he must follow in leaving. For example, in a few schools the dropout must have an interview or a series of interviews prior to leaving school.

Table 13 illustrates with whom these interviews were held.

TABLE 13

PERSONS CONDUCTING EXIT INTERVIEW (IN PER CENT)
(N = 229)

Counselor	18
Principal	29
Teacher	1
Both counselor and teacher	14
Both principal and teacher	3
All: counselor, principal, and teacher	3
None	32

The parents were contacted in 68 per cent of the cases. About one-third of the dropouts' parents were not contacted concerning their child's status in school. Information about the type of contact was not asked. The contact would vary from a letter to the parents, an interview by the counselor with parents, or a telephone call from the principal telling the parent the student was leaving school.

Table 14 shows the parental attitude about their son or daughter dropping out of school.

TABLE 14

PARENTAL ATTITUDE ABOUT SON OR DAUGHTER
DROPPING OUT OF SCHOOL (IN PER CENT)

Parental Attitude About Dropping Out of School	Male (N = 130)	Female (N = 107)
Encourage leaving	19	24
Indifferent	30	24
Encourage staying in school	28	24
Unknown	24	28

As indicated in Table 14, about one-fourth to one-third of the parents of dropouts were indifferent. This lack of concern by the parents is not an unique finding among dropout studies (Thomas, 1963).

Table 15 indicates whose idea it was that the student leave school.

TABLE 15

SOURCE OF IDEA TO LEAVE SCHOOL (IN PER CENT)

Source of Idea To Leave School	Male (N = 126)	Female (N = 102)
Pupil's	74	75
Parent's	9	8
Guardian's	0	0
Relative's	1	0
Friend's	0	2
School's	8	6
Other	8	9

Information regarding the home environment, home adjustment, and psychological climate of children at home has been lacking in many dropout studies (Warren, 1953; Arnholter, 1956). The reporting of information concerning the dropout's home has been limited by the nature of the data. However, the mean number of siblings at home was found to be 2.3 children (N = 201). This mean value is close to the national average.

Information on annual income was incomplete, with only 76 report forms out of 229 reporting information. Within this group, the mean annual income was $3,000 - $5,000.

Table 16 shows with whom the dropout resided.

TABLE 16

PERSON(S) WITH WHOM PUPIL RESIDED (IN PER CENT)
(N = 229)

Both natural parents	80
Mother	8
Father	1
At least one step-parent	5
Others	6

The majority of dropouts in this first set of reports do not come from broken homes.

In many studies on dropouts, the relationship between the low-educational level of parents, low income, and unskilled jobs held by the parents was found to be high (Warren, 1953; Cassel and Colema, 1962).

Table 17 lists the occupations of the parents of dropouts.

TABLE 17

OCCUPATIONS OF PARENTS (IN PER CENT)
(N = 229)

Father's Occupation		Mother's Occupation	
Professional, technical	4	Professional, technical	1
Manager, proprietor	9	Manager, proprietor	1
Clerical, sales	5	Clerical, sales	3
Service workers	8	Service worker	11
Farmer	28	Housewife	77
Craftsman	6	Private household	1
Operative - semiskilled	8	Semiskilled	1
Farm laborer	8	Unknown	2
Laborer, general	4		
Unknown	20		

Table 17 illustrates that the distribution of occupations held by

parents is not skewed toward the laborer or unskilled area; and secondly, the great majority of the mothers are not working.

The question whether the dropout's closest friends are out of school was answered by responses of Yes (34 per cent), No (34 per cent), and Unknown (32 per cent).

Acceptance by peers is an important variable related to the dropout problem. (To assess peer acceptance ideally, the dropout and the dropout's peers should be asked.)

Table 18 shows acceptance by peers for male and female dropouts.

TABLE 18

RELATIONSHIP WITH PEERS (IN PER CENT)

Relationship	Male (N = 126)	Female (N = 103)
Rejected	7	3
Tolerated	30	23
Accepted	45	57
Popular	2	7
Unknown	16	10

For both male and females, only 7 and 3 per cent were indicated as being rejected by their peers. Likewise, only 2 and 7 per cent were popular. About half of the male and female dropouts were reported as being accepted by their peers.

In using the dropout form, one may question if these reports are based on interviews with the dropout or opinions of the person filling out the report form.

REASONS FOR DROPPING OUT OF SCHOOL AND FUTURE PLANS

The proposal that there should be two sets of reasons given for dropping out, one by the student and the other by the school, has found support in other studies (Guidance Committee (Davidson, Illinois), 1964; Warner, 1964; Farnell, 1962). The student may give as a reason, lack of interest, but the interviewer may discover a low IQ, retarded reading, and poor school adjustment, all of which better explain the reason stated by the dropout.

Table 19 presents reasons by pupils and schools for dropping out and also the proportion of males and females in each category.

TABLE 19

REASONS FOR DROPPING OUT OF SCHOOL (IN PER CENT)

Reason	Pupil Reason		School Reason	
	Male (N = 126)	Female (N = 103)	Male (N = 126)	Female (N = 103)
Physical illness	1	1	1	1
Physical disability	0	1	1	1
Mental illness and disability	2	1	4	1
Behavioral difficulty	2	1	6	0
Academic difficulty	24	10	20	8
Lack of appropriate curriculum	0	0	6	0
Poor pupil-staff relationships	1	1	7	1
Poor relationship with fellow pupils	6	1	1	1
Dislike of school experiences	29	12	13	5
Parental influence	3	0	21	4
Need at home	2	2	0	0
Economic reasons	2	2	0	0
Employment	2	0	0	0
Marriage	1	21	20	22
Pregnancy	0	43	0	40
Other	6	4	0	1
Reason unknown	18	2	0	8
New residence - school status unknown	1	0	0	1

Comparing reasons for males dropping out of school, there is little difference in the per cent of responses with the exception of "dislike of school experience," "parental influence," and "marriage." Twenty-nine per cent of the male dropouts reported "dislike of school experiences," but this reason was given by the school in only 13 per cent of the cases. In the next item, 3 per cent of the students reported "parental influence" as a reason for dropping out while the school recorded this as a factor 21 per cent of the time. Similarly, "marriage" as a reason was reported by the dropout 1 per cent of the time while the school reported 20 per cent. Exactly what factors account for the discrepancy will possibly be found as the interviewing procedure is refined and clarified.

For the females, there is no one, large discrepancy between pupil reason and school reason. Reported "pregnancy" accounted for approximately 43 per cent of the female dropouts.

The future plans of dropouts are illustrated in Table 20.

TABLE 20

FUTURE PLANS OF DROPOUTS (IN PER CENT)

Future Plans	Male (N = 126)	Female (N = 103)
Armed forces	25	1
Night school	0	2
Adult education	3	3
Correspondence school	0	26
Equivalency diploma	5	1
Return later	0	8
MDTA	1	1
Job Corps	1	1
Undecided	30	19
Unknown	33	38

Over 60 per cent of male dropouts were not sure of their future plans, and only 2 per cent showed interest in either the Manpower Development and Training Act Program (MDTA) or Job Corps. Very few dropouts, with the exception of female dropouts interested in correspondence work, expressed interest in continuing their education or returning later. Other studies have found that the dropout appears to have such a negative attitude towards school that efforts made to keep him in school at the time he is ready to leave have little effect on the student. Further, experiences which the dropout perceives to be similar to those he had in high school hold no interest for him (School Life, 1963; Guidance Committee (Davidson, Illinois), 1964; Warner, 1964; Cassel and Colema, 1962). What the dropout's perceptions would be of the Job Corps or the MDTA programs has not been studied in North Dakota.

IMPLICATIONS AND CONCLUSIONS

This study is the first attempt in North Dakota to gather information on a statewide basis about the dropout as he leaves school. However, the return of completed dropout forms was limited. Thus, it is impossible to determine an accurate dropout rate. Varied interpretation of the items and lack of formal exit interviews reduce the reliability of the responses on some items.

However, this study suggests the following about the North Dakota dropout.

1. The dropout is more often male.
2. He more often lives in an urban area.
3. His father's occupation is not necessarily in the unskilled or laboring class.

4. His parents tend to have a ninth or tenth grade education.
5. He is not involved in school activities.
6. His academic performance is low.
7. He is not generally delinquent.
8. He is not likely to return to school.
9. He does not come from a lower socio-economic setting.
10. He does not seem to face racial problems.
11. He does not appear to have an unusually high mobility rate.
12. He does not frequently come from broken homes.
13. The dropout does appear to be accepted by his peers.

Perhaps most significant are the findings regarding the dropout's school achievement. The dropout is most often found in the lowest quartile of his class and probably has failed two or more courses. The tendency for the dropout's general scholastic achievement to decrease as he advances to higher school grades suggests the need for further research by educational leaders.

The high percentage of pregnancy and marriage among dropouts may suggest a need to examine various facets of this problem, such as the lack of sex education. The problem of identifying the student who is likely to drop out because of pregnancy or marriage has not been sufficiently researched, but the need for such a study seems apparent.

One phase of the Reporting Service Program is the cooperative efforts being made between the State Guidance Department and the State Employment Security Department. After a dropout form is received by the State Guidance Department, a copy of this form is sent to the appropriate State Employment Security Office. The counselor at this

office contacts the dropout, thereby establishing some degree of support or aid for this young person. Some of the employment counselors have reported this procedure to be highly successful, and, in many cases, either a suitable job was found for the dropout or continued education was planned. The extent and success of this program in the state has not been assessed. However, it appears that this procedure has strong potential in helping the dropouts adjust to their new life situation.

The dropout is one of the more difficult problems for the school system. The usual college-preparatory curriculum, the lack of counseling and guidance programs (particularly at the elementary and junior high school levels), and the prejudice that is found concerning dropouts all contribute to the problem.

The continued use of the dropout reporting form, with suitable revision, will contribute vital information necessary for planned changes in the school systems. The need for increased counseling, for earlier prediction of potential dropouts, and for follow-up studies seems evident.

The dropout form can be used as an interview schedule by school personnel. It seems to be a sound research instrument and a means by which school personnel (particularly in the many schools without counselors) can better understand the student about to leave school before graduating.

Although this report is not complete, it represents a beginning in the understanding of North Dakota dropouts. These findings are the first of a series to be periodically analyzed. Continued research with the cooperation of school counselors, administrators, and other

school staff is necessary before more effective steps can be taken to reduce the dropout rate and to provide a more suitable program of education, vocational training, and aid to life adjustment for this portion of North Dakota youths.

APPENDIX

APPENDIX A

GUIDANCE FORM FOR INDIVIDUAL PUPIL (DROPOUT OR POTENTIAL DROPOUT)

INSTRUCTIONS
READ BEFORE COMPLETING FORM

Since some items are specially defined it is strongly recommended that the directions beside each item number in the complete instructions be read before answering the items on the form. Most items contain several possible categories to which pupils may be assigned. Choose the ONE most appropriate and block out the corresponding numeral. For each item, the numeral selected should also be written in the space provided beneath the column of digits. The reason for writing numerals beneath each item in addition to blocking is that it serves as a double check on the entry and facilitates hand-scoring. It is suggested that a red pencil be used for contrast.

Example (A)
Program of Studies
⓪ Academic
① Commercial
② General
③ Special
● Vocational
4

In Example (A), the pupil was enrolled in a vocational program of studies. Therefore, numeral four, 4, corresponding to the vocational program has been blocked out. For each item, the numeral selected is also written in the space provided beneath the column of digits.

Example (B)		
Scholastic Aptitude or I.Q.		
●	⓪	⓪
①	①	①
②	②	②
③	③	③
	④	④
	⑤	⑤
	⑥	●
	⑦	⑦
	●	⑧
	⑨	⑨
0	8	6

Some items require the blocking out a series of numerals as in Example (B). The I. Q. indicated was 86. Therefore, blocked out respectively are zero in the hundred's column, eight in the ten's column and six in the one's column. The number 086 is also written in space provided beneath the column of digits.

NOTE: The bold number in the upper left-hand corner of each box is the item number while the number(s) in parentheses in the upper right-hand corner represents the column number(s) corresponding to a data-processing card.

1 County (1-2)

⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨

2 School System (3-5)

⓪ ⓪ ⓪
① ① ①
② ② ②
③ ③ ③
④ ④ ④
⑤ ⑤ ⑤
⑥ ⑥ ⑥
⑦ ⑦ ⑦
⑧ ⑧ ⑧
⑨ ⑨ ⑨

3 School (6-8)

⓪ ⓪ ⓪
① ① ①
② ② ②
③ ③ ③
④ ④ ④
⑤ ⑤ ⑤
⑥ ⑥ ⑥
⑦ ⑦ ⑦
⑧ ⑧ ⑧
⑨ ⑨ ⑨

4 School Membership (9-12)

⓪ ⓪ ⓪ ⓪
① ① ① ①
② ② ② ②
③ ③ ③ ③
④ ④ ④ ④
⑤ ⑤ ⑤ ⑤
⑥ ⑥ ⑥ ⑥
⑦ ⑦ ⑦ ⑦
⑧ ⑧ ⑧ ⑧
⑨ ⑨ ⑨ ⑨

5 Sex (13)

⓪ Male
① Female

6 Race (Optional) (14)

⓪ White
① Negro
② Other

7 Ethnic Origin (Optional) (15)

⓪ American Indian
① Mexican - American
② Puerto Rican
③
④

8 Date of Exit (16-19)

Year 19.....

⓪	⓪ ⓪
①	① ①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

Months

9 Age at Exit (20-23)

Years	Months
⓪ ⓪	⓪ ⓪
① ①	① ①
② ②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

10 Grade At Exit (24-25)

⓪ ⓪
① ①
② ③
③ ④
④ ⑤
⑤ ⑥
⑥ ⑦
⑦ ⑧
⑧ ⑨
⑨

11 Regularity of Attendance (26-27)

JHS (Gr. 7-9)	SHS (Gr. 10-12)
⓪ Regular	⓪ Regular
① Irregular	① Irregular
② Truant	② Truant

12 Miles from Home (Optional) (28-31)

To School	To Bus
⓪ ⓪	⓪ ⓪
① ①	① ①
② ②	② ③
③ ③	③
④ ④	④
⑤ ⑤	⑤
⑥ ⑥	⑥
⑦ ⑦	⑦
⑧	⑧
⑨	⑨

13 Employment Hours per Week (32)

⓪ Not Working
① 1 - 5
② 6 - 10
③ 11 - 15
④ 16 - 20
⑤ 21 - 30
⑥ Over 30
⑦ Unknown

14 Program of Studies (33)

⓪ Academic
① Commercial
② General
③ Special
④ Vocational

15 Scholastic Aptitude or I.Q. (34-36)

⓪ ⓪ ⓪
① ① ①
② ② ②
③ ③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨

16 Years since Last Scholastic Aptitude or I.Q. Test (37)

⓪ One Term
① One Year
② Two Years
③ Three Years
④ Four Years
⑤ Five Years
⑥ Six Years
⑦ Seven Years
⑧ Eight Years
⑨ Unknown

17 Age-Grade Placement (38-39)

Grade	Years Above or Below
⓪ At	⓪
① Above	①
② Below	②
	③
	④
	⑤
	⑥
	⑦
	⑧
	⑨

18 Estimated Reading Level (40-41)

Grade	Years Above or Below
⓪ At	⓪
① Above	①
② Below	②
	③
	④
	⑤
	⑥
	⑦
	⑧
	⑨

Person Completing Form _____ Social Security Number (if any) _____

Name _____ Position _____ Date Completed _____

Last _____ First _____ Middle _____

Last Address _____ City _____

Name of School _____

19 Estimated Rank in Class (42)

0 Highest Quartile
1 Next Highest
2 3rd Highest Quartile
3 Lowest Quartile

20 General Scholastic Achievement (43-45)

Elementary	Junior HS	Senior HS
0 Below Average	0 Below Average	0 Below Average
1 Average	1 Average	1 Average
2 Above Average	2 Above Average	2 Above Average

21 Number Courses Failed at Last Report (46)

0 None
1 One
2 Two
3 Three
4 Four
5 Five
6 Six
7 Seven
8 Eight
9 Unknown

22 Highest Grade Completed (47-50)

Father	Mother
0 0	0 0
1 1	1 1
2 2	2 2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

23 Occupation of Father (51)

0 Professional, Tech.
1 Farmer, Farm Mgr.
2 Manager, Proprietor
3 Clerical, Sales
4 Craftsman
5 Operative (semi skilled)
6 Service Worker
7 Farm Laborer
8 Laborer (Non Farm)
9 Unknown

24 Occupaton of Mother (52)

0 Housewife
1 Professional, Tech.
2 Manager, Prop.
3 Clerical
4 Sales
5 Operative (semi skilled)
6 Private Household
7 Service
8 Unknown

25 Pupil Living with (53)

0 Both Natural Parents
1 Mother
2 Father
3 Mother & Stepfather
4 Father & Stepmother
5 Grandparents
6 Foster Parents
7 Relative
8 Friends
9 Institution

26 Number of Siblings at Residence (54-55)

0 0
1 1
2
3
4
5
6
7
8
9

27 Economic Status of Residence (56)

0 Public Assistance
1 Below Average
2 Average
3 Above Average
4 Affluent
5 Unknown

28 Annual Family Income (Optional) (57)

0 Under $1,000
1 1,001 - 2,000
2 2,001 - 3,000
3 3,001 - 5,000
4 5,001 - 7,000
5 7,001 -10,000
6 10,001 -15,000
7 Above 15,000

29 Time in School District (58)

0 One Half Year
1 One Year
2 Two Years
3 Three Years
4 Four Years
5 Five Years
6 Six Years
7 Seven Years
8 Eight Years
9 Nine Years +

30 Reason for Dropping Out

Specify items 10 and 17 in appropriate space →

				Pupil Reason (59-62)		School Reason (63-66)	
				Principal	Additional	Principal	Additional
01	Physical Illness	11	Parental Influence	0 0	0 0	0 0	0 0
02	Physical Disability	12	Need at Home	1 1	1 1	1 1	1
03	Mental Illness	13	Economic Reasons	2	2	2	2
04	Mental Disability	14	Employment	3	3	3	3
05	Behavioral Difficulty	15	Marriage	4	4	4	4
06	Academic Difficulty	16	Pregnancy	5	5	5	5
07	Lack of Appropriate Curriculum	17	Other Known Reason (Specify)	6	6	6	6
08	Poor Pupil-staff Relationships	18	Reason Unknown	7	7	7	7
09	Poor Relationships with Fellow Pupils	19	New Residence,	8	8	8	8
10	Dislike of School Experiences (Specify)		School Status Unknown	9	9	9	9

31 Number of Extra Curricular Activities (67)

0
1
2
3
4
5
6
7
8
9

32 Acceptance by Peers (68)

0 Rejected
1 Tolerated
2 Accepted
3 Popular
4 Unknown

33 Are Closest Friends Out-of-School? (69)

0 Yes
1 No
2 Unknown

34 Disciplinary Record (70)

0 Expulsion
1 Suspension
2 Warning
3 Both 0 and 1
4 Both 0 and 2
5 Both 1 and 2
6 All: 1, 2 and 3
7 None of Above

35 Number Schools Attended (71-73)

Elem.	JHS	SHS
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

36 Special Efforts Made by School (74)

0 Ref. to Guidance Specialist
1 Work-Study Program
2 Modified Program
3 Both 0 and 1
4 Both 0 and 2
5 Both 1 and 2
6 All: 1, 2 and 3
7 Tutoring
8 None of Above
9 Other

37 Exit Interview With Whom? (75)

0 Counselor
1 Principal
2 Teacher
3 Both 0 and 1
4 Both 0 and 2
5 Both 1 and 2
6 All: 1, 2 and 3
7 Other
8 None Held

38 Whose Idea to Leave School? (76)

0 Pupil's
1 Parent's
2 Guardian's
3 Relative's
4 Friend's
5 School's
6 Others

39 Would Stay in School if (77)

0 Work-Study
1 Financial Aid
2 No Fees
3 More Guidance
4 Indv. Tutoring
5 Different Courses
6 Help in Reading
7 Help in English
8 Help in Math
9 Under No Condition

40 Future Educational Plans (78)

0 Armed Services
1 Night School
2 Adult Education
3 Correspondence School
4 Equivalency Diploma
5 Return Later
6 MDTA
7 Jobs Corps
8 Undecided
9 None

41 Was Parent Contacted? (79)

0 Yes
1 No

42 Parent Attitude Toward Dropping Out (80)

0 Encourage Leaving
1 Indifferent
2 Encourage Staying
3 Unknown

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